DOCUMENT RESUME

ED 073 302 VT 019 086

TITLE	1972 Pre-Session Research Seminars. Final Report.
INSTITUTION	Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE	30 Jun 72
NOTE	33p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Administrative Personnel; Administrative Principles; *Educational Administration; Educational Objectives; Inservice Programs; *Management; Program Planning; Research Directors; Seminars; Staff Improvement; *Systems Analysis; *Vocational Education; Workshops

ABSTRACT

Three, 3-day seminar workshops were held at the University of Wisconsin-Stout, to provide 91 vocational research and administration personnel with current information regarding the management of programs by objectives, systems analysis procedures, and long-range planning techniques. Presessions were conducted in conjunction with the meetings of the state Administrators' Association. Results are reported for several planning meetings for the seminar, including seminar topics. Analysis of evaluations made by participants following each of the sessions revealed that the systems design and management by objectives sessions received very high ratings and the long-range planning session received an average-rating. Evaluation forms, lists of participants, and course outlines for each workshop are appended. (SB)

FILMED FROM BEST AVAILABLE COPY

ED 073302

FINAL REPORT

Project No. 19-025-151-222

1972 PRE-SESSION RESEARCH SEMINARS

June, 1972

VT019085

WISCONSIN BOARD OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION
Madison, Wisconsin

ED 073302

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

Final Report

Project No. 19-025-151-222

1972 Pre-Session Research Seminars

E. Wayne Courtney, Project Coordinator

Center for Vocational, Technical and Adult Education

University of Wisconsin - Stout

Menomonie, Wisconsin 54751

June 30, 1972

The research reported herein was performed pursuant to a grant or contract with the Wisconsin Board of Vocational, Technical and Adult Education, partially reimbursed from an allocation of Federal funds from the U. S. Office of Education, U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official State Board or U. S. Office of Education position or policy.

Table of Contents

	Page
Summary	1
Introduction	2
Organization of the Sessions	3
Results	4
Suggestions for Future Seminars	5
Appendix	A-i

SUMMARY

The present project funded the development and conduct of three (3) three-day long seminar workshops which were held at Milwaukee, Madison and Menomonie. The seminar workshops were developed for vocational research and administration personnel and covered topics on educational systems design, management by objectives, and long-range planning. A total of 91 vocational research and administration personnel attended the workshops. Generally, the participants gave high ratings for the presentations and activities associated with the three seminar sessions.

INTRODUCTION

During the past four years, Stout has been involved with conducting in-service seminars for the Administrators' Association. Past seminars have included topics on research methodology, follow-up procedures, instruction, guidance and counseling problems and others. Each year the content to be offered in these seminars has been coordinated jointly through University of Wisconsin - Stout representatives and the Research Committee of the Administrators' Association.

For the 1972 sessions, the planning was coordinated through the Research Committee. Several planning meetings of the committee were conducted during the present school year and recommendations were submitted for the pre-session. The principal purpose of the seminars this year was to upgrade research staff who are involved in the development of district plans, with the management of programs by objectives and in systems analysis procedures. The seminar topics, as well as the implementation for the seminars, are included in the present report.

ORGANIZATION OF THE SESSIONS

The recommendation of the Research Committee this year was that three short seminar sessions, each of which extended two to three days over each of three topics, be developed for the University of Wisconsin - Stout Pre-Session. The topic areas which were suggested were of current interest in the VTAE System in Wisconsin and were considered to be badly needed at this time. In addition, the intent of the organization of the pre-session was to provide an opportunity for an individual to attend any one or more of the three topic sessions according to his interest.

The Research Committee decided that the workshops would be held at three different locations within the state with UW-Stout professors being responsible for conducting the sessions. The seminar workshop topics are briefly described below. Seminar course outlines are included in Appendix A.

A. Seminar Topic #1 - Decision Making Through the Use of Systems Analysis Procedures - Mr. Mehar Arora (Mr. Arora is an Associate Professor of Industrial Management at the University of Wisconsin - Stout.) This seminar session was scheduled for the three (3) day period of May 2-4, 1972, and was conducted in Milwaukee.

B. Seminar Topic #2 - Management by Objectives - Mr. Raymond Hansen - (Mr. Hansen is an Instructor of Industrial Management at the University of Wisconsin - Stout.) This presentation was scheduled for the two (2) days of May 16 and 17, 1972, and was conducted in Madison.

C. Seminar Topic #3 - Long-Range Planning Techniques - Mr. Henry Kaynes - (Mr. Kaynes is the Director of Institutional Research at the University of Wisconsin - Stout.) This topic area was extended over the three (3) day period of June 12-14, 1972, and was conducted on the University of Wisconsin - Stout campus in Menomonie.

Certificates of attendance for the satisfactory completion of the seminars were issued to the participants by UW-Stout following the workshops. In addition, participants were given the opportunity to register for two (2) credits of graduate work if they desired. The graduate credits carried a provision of completing an independent study paper covering some aspect of the seminar topics.

Initially, a total of twenty-five (25) participants were invited to attend each of the seminar workshops. These participants were reimbursed for their travel, lodging, and meal expenses while in attendance. For some of the workshops, VTAE Districts sent additional participants beyond the twenty-five per session limit. In these instances, the Districts themselves funded the participants. Textbooks and other training materials were funded from the grant budget for the sessions.

RESULTS

The three (3) seminar workshops were conducted as planned with each session filling with participants. The numbers of VTAE vocational research and administration personnel who attended the various sessions are shown in Table 1. A listing of participants is provided in Appendix B.

Table 1

Numbers of Participants Attending Seminars

TOPIC	NUMBERS OF PARTICIPANTS
Seminar Workshop #1 (Systems Design)	31
Seminar Workshop #2 (Management by Objectives)	34
Seminar Workshop #3 (Long-Range Planning)	26
TOTAL	91

The ninety-one (91) participants who attended the workshops represented sixteen (16) of the seventeen (17) VTAE Districts in Wisconsin. Only VTAE District 1 was not in attendance at any of the three workshops. All other districts were represented at one or more of the sessions.

Participants reaction to the seminar workshops was generally very favorable. Evaluations were made by participants following each of the sessions with the Milwaukee and Madison meetings (covering systems design and management by objectives) receiving very high ratings. The long-range planning workshop was given only an average rating. Appraisal scale forms for the workshops are provided in Appendix C of this report.

SUGGESTIONS FOR FUTURE SEMINARS

During the conduct of the three seminars, participants were asked to offer suggestions for future workshops for vocational research and administration personnel in the VTAE schools. These suggestions are listed below and represent the thinking of the ninety-one (91) participants.

S. No.	Problem Statement	No. Of Participants Interested
1	Facilities Planning At Institutional and District Levels	11
2	Space Utilization Prediction	11
3	Forecasting Costs	11
4	Planning For New Programs	5
5	Promote and Enhance Communication Through Systems Approach	5
6	Staff Accounting, Accountability, and Evaluation	3
7	Information Systems, Using Data Already Available	3
8	Flexible Scheduling	3
9	Long-Range Planning	3
10	New Programs and Cost Analysis	2
11	Student Relations	2
12	Problems of Merging Districts	1
13	Program Evaluation	1
14	Master Plan At District Level	1
15	Utilization of Research Findings	1
16	Relationships and Overview of Sub-Systems	1
17	Theories, Principles of Individualized Instruction	1
18	New Developments in Educational Technology	1

S. No.	Problem Statement	No. of Participants Interested
19	New Teaching Methods	1
20	Extend Management by Objectives	1
21	Application of Long-Range Planning to VTAE System	1
22	Instructional Evaluation Programs	1

The suggested activities above should be considered as plans are made for the 1973 seminars. In view of the success of the workshops which were conducted during the spring of 1972, perhaps consideration should be given to the development of 2-3 day sessions during coming years. The conduct of these sessions at various locations throughout the state of Wisconsin appears to be an appealing aspect of such an arrangement for participants who are drawn from the VTAE system.

APPENDIX A

Workshop Course Outlines

Workshop #1

SEMINAR ON SYSTEMS DESIGN

Objectives

A. To familiarize the participants with the general terminology associated with the systems design and analysis approach to solving real life problems.

B. To familiarize the participants with the elements and dimensions of a system by illustrating a few real life systems.

C. To familiarize the participants with the conventional and ideal design approach by illustrating a few real life systems.

D. To involve the participants in formulating an ideal systems approach to their problems.

E. To familiarize the participants with analytical techniques in formulating the objectives of the system, assigning priorities among objectives and measuring systems performance.

Instructional Strategy

A. The participants will list the problems facing them. A few problems will be selected for the application of ideal systems design. The groups of participants will apply ideal systems design approach to the selected problems.

B. The participants are requested to read Chapters 1 to 3 and 21 to 31 of Work Design - A Systems Concept by Gerald Nadler, (Richard D. Irwin, Homewood, Illinois, 1970). This will save the instructor's time in covering topics 1 to 9 of the following outline.

C. Analytical techniques as laid out in Objective E in the preceding objectives will be discussed only if the time permits. Hand-out material covering analytical techniques will be used.

D. Instructional strategy may be reformulated according to the needs of the participants.

Seminar on Systems Design: An Outline

I. Definition of a System

II. Types of Systems

III. Elements of a System

- A. Functions
- B. Inputs
- C. Outputs
- D. Sequence
- E. Environment
- F. Physical Catalyst
- G. Human Agents

IV. Dimensions of a System

- A. Physical
- B. Rate
- C. Control
- D. State

V. System Design Matrix

VI. System Design Strategy

- A. Research
- B. Operating and Controlling Strategy
- C. Design Strategy

VII. Conventional Design Strategy: Assumptions:

- A. A System Exists
- B. The System Involves Physical Activities
- C. The System is in Trouble
- D. Analysis of the Existing System Starts the Project
- E. People at all Levels Resist Change
- F. People Have Only a Limited Number of Ideas
- G. A Component View of the System is to be Taken
- H. Any System Change for Better is Satisfactory
- I. System Design can be Defined in Only a Descriptive and Intuitive Way
- J. Techniques and Models are the Critical Parts of the System Design

VIII. Nadler's Ideals System Design Strategy

- A. Determine the Function
- B. Develop the Ideal System
- C. Gather Information
- D. Suggest Alternatives
- E. Select a Solution

F. Formulate the System
G. Review the System
H. Test the System
I. Install the System
J. Measure System Performance

IX. Advantages of Ideals Concept Design Strategy

X. Analytical Techniques for Determining Functions of the System

A. Advisory Committees
B. Experts and Use of Delphi Technique

XI. Analytical Techniques for Assigning Priorities Among Functions of the System

A. Churchman's Techniques

XII. Analytical Techniques for Measuring System Performance

A. Cost-Benefit
B. Cost-Effectiveness

XIII. Case Studies

A. The above concepts will be illustrated by showing their application in hospitals and industry
B. The participants will explore the application of system design concepts in Education.

XIV. Textbook

A. Work Design-- A Systems Concept by Gerald Nadler, Richard D. Irwin, Homewood, Illinois

Note: It will help considerably if the participants have already read Chapters 1 to 3 and 21 to 31 of the above textbook.

References

Work System Design: The Ideals Concept, Gerald Nadler, Richard Irwin, 1967. (paperback)

Work Design, Gerald Nadler, Richard Irwin, 1963.

"An Investigation of Design Methodology", Management Science, Series B, Vol. 13, No. 10, June, 1967.

"A Universal Approach to Complex System Design", Proceedings, Joint Engr. Mgmt. Conf., Montreal, 9-10 October, 1969.

"Involvement of People: The Ideals Ways", Journal of System Management, Vol. 21, No. 6, June, 1970, pp. 22-25 (Author - W. C. Kulp).

"Hospital Management Systems are Different", Hospital Management, Vol. 100, Nos. 1, 2, 3, 4, July, August, September, October, 1965.

"An Introduction to Systems Design", Industrial Management Science, Saskatchewan Research Council, Saskatoon, Canada, August, 1970 (Author - Alan Scharf).

Series of articles by A. R. Bond in Office Management (Canada), 1968-69

Workshop #2

MANAGEMENT BY OBJECTIVES

The course content specified would cover both Odiorn's and Humble's approaches. These are the two basic management by objectives techniques in use here in the U.S. and internationally. With a two-day (14-19 contact hours) course, I would prefer a workshop-type class so that participants could actually make direct application to their at-home jobs.

A session such as this would go well with other topics that have been proposed (systems design and long-term management planning). If these courses were to be placed in a sequence, management by objectives should follow systems design. Long-term planning should follow management by objecitves.

The basic objectives of the managment by objectives course are as follows:

The participants:

1. will analyze and generate the objectives of an organization in terms of long and short-term objectives within the context of the total systems concept.

2. will select key tasks based upon the criteria of priorities and hierarchical objectives.

3. will generate personal goals, routine goals, emergency goals and creative goals, based upon criteria for goal setting in management by objectives.

4. will use open-ended, reflective and directive interviewing techniques in a simulated goal setting interview.

5. will role play case incidents involving specific managment by objectives problems as follows:

    a. implementing the system
    b. salary administration and management by objectives
    c. organizational structure inhibiting management by objectives

Course Content

I. Setting Organization Objectives with a Managment by Objectives System

    A. Survey of Systems Environment
    B. Expansion of Viewpoint and Selection of Key Goals for Long- and Short Term

C. The Balance of Objectives
D. Objectives Hierarchy and Unit Functional Objectives

II. Establishing Individual Goals

A. The Specification of Output Results
B. Criteria for Good Goals
C. Routine and Emergency Goals
D. Creative Goals
E. How Much Subordinate Participation in Goal Setting

III. The Goal Setting Interview

A. The Objectives of the Interview - To Obtain Agreement
B. Use of Open-Ended, Reflective and Directive Interview Technique
C. Non-Verbal Communications in the Face-to-Face Interview

IV. Review of Performance Results

A. Did We Meet our Goals in Terms of Measurable Output
B. Build Your Organization Based on its Strengths and the Strengths of its People; Don't Force Reliance on Weakness
C. Bottom-Up/Top-Down Review Procedures

V. Common Problems

A. The Organization Structure
B. Controls Needed and Not Needed
C. Salary Administration and Management by Objectives
D. Installing the Systems

References

Humble, John, Improving Business Results, McGraw Hill, 1967.

Odiorn, George, Management by Objectives.

Films

"Improving Business Results" - J. Humble (Stout File #571)

"The Engineering of Agreement" _ (Wisconsin BAVI)

Workshop #3

LONG-RANGE PLANNING

Three days of the seminar were devoted to the subjects "The Planning System," "Physical Facilities Planning," and "Long-Range Planning."

An approach to the topic, "The Planning System," is the notion of planning as a system. Consideration of the identification of data elements, establishment of data files or banks, verification procedures and cross-referencing techniques are all basic to developing a planning system. Use of the files for prediction or analysis of current practices will be limited by the scope and accuracy of the data bases. However, the key element in the planning system is the identification of and agreement as to goals and objectives. The goals and objectives will determine the areas of data needs. Evaluation and review may suggest additional data needs or redefined goals and objectives. The interplay of these processes by various sub-groups of the organization through a myriad of time frames is the essence of dynamic planning. In the seminar, these planning considerations will be reinforced through actual practice sessions using one or more of the planning "models" available such as the C.A.M.P.U.S. Model developed by the University of Toronto. These models require knowledge of enrollment projections, staffing constraints and other matters which will be covered prior to the applications exercises.

The second broad area of discussion is that of "Physical Facilities Planning." The discussions of this topic will also view the facility as more than the building itself and will include study of the principles of land use planning, circulation requirements, traffic planning and building flexibility to name a few. Also, various utilities and their related constraints on facilities planning will be investigated. Lastly, the entire concept of "Physical Facilities Planning" will be tied into previous lessons on "The Planning System."

The third broad area of discussion is to be "Long-Range Planning." For the seminar, "Long-Range Planning" will be divided into several time frames. The first is the one- to five-year span in which techniques such as PERT and PPBS are particularly applicable. The second is the five- to ten-year span in which "modeling" comes into use. And, the third focuses beyond ten years--a time frame which requires tools such as DELPHI. Again, these discussions of education futurism are to be incorporated into the first of the three topics; that is, the development of a "Planning System."

One final note, the three topics briefly described should (and will, if possible) be highlighted by four or five guest speakers who will be brought to the campus according to their talent and expertise on the various subjects.

Content

I. The Planning System

A. Planning and Decision Making
B. Development as a Process
C. Organizational Requirements and Considerations
D. Loci of Responsibilities
E. Dynamic Planning vs. Ad Hoc
F. Evaluation and Review
G. Reports and Formats
H. Date Bases
   1. Defining data elements
   2. Cross-referencing
   3. Update procedures
   4. Security
I. Enrollment Projections
J. Planning Models
K. Application Exercise Based Upon University of Toronto C.A.M.P.U.S. Model
   1. Predicting enrollments
   2. Estimating space requirements
   3. Identifying professional staff and support staff needed
   4. Effects of various manipulations of (1), (2), and (3) above

II. Physical Facilities Planning

A. Physical Facilities Planning
   1. Land use planning
   2. Traffic planning
   3. Facilities studies by type
      a. teaching facilities
      b. non-teaching facilities
      c. residential facilities
      d. etc.
   4. Utilities studies
   5. Facilities of the future
      a. features being added
      b. features being eliminated

III. Educational Futurism

A. Perspective Changes in Society
B. Implications for Education as a Result of the Perspective Changes
C. Future Planning vs. Future Planning
D. Phases of Future Planning
E. Future Planning Techniques
   1. Delphi
   2. Scenario
   3. Etc.

APPENDIX B

Workshop Participants

VTAE SEMINAR #1 (SYSTEMS DESIGN)

NAME	VTAE DISTRICT
Charles Richardson	2
William Temte	2
Victor Larsen	2
Dale Tessmer	2
William Campbell	2
Daniel Wagner	3
Stan Hollman	3
Clifford Andreoli	4
Alun Thomas	4
Jack Banerdt	6
William Becker	6
Howard M. Heigl	6
Walter Winter	8
James C. Catania	8
Anthony Karpowitz	9
Eldred Hansen	9
Peter Jushka	9
George A. Parkinson	9
Arthur Carlson	9
George B. Noyes	9
Dennis Redovich	9
Robert Sorensen	10
Phillip Stoll	10
Harold Blumer	10
Joe Myrick	11
Kenneth Haubenschild	13
Claude Sickinger	14
Russell Paulsen	15
Rinaldo Bonacci	17
Warren Leonard	18
Roland Krogstad	--

VTAE SEMINAR #2 (MANAGEMENT BY OBJECTIVES)

NAME	VTAE DISTRICT
Charles Richardson	2
William Temte	2
Victor Larsen	2
William Campbell	2
Dale Tessmer	2
Alun Thomas	4
Lawrence Sager	4
Dean Wessels	4
Orvis Johnson	5
William Becker	6
Howard M. Heigl	6
Rolland Graf	6
Richard Cornell	6
Walter Winter	8
James Catania	8
George Parkinson	9
Peter Jushka	9
Edwin Taibl	9
Phillip Stoll	10
Arthur Weiner	10
Joseph Bachnik	11
Edward Falck	11
William Sirek	12
Kenneth Haubenschild	13
Allen Ellingson	13
James W. Olson	14
Claude Sickinger	14
Russell Paulsen	15
David Hildebrande	17
Gene R. Christiaanson	17
Richard Parrish	17
Warren Leonard	18
Lyle Teppen	18
Roland Krogstad	--

VTAE SEMINAR #3 (LONG-RANGE PLANNING)

William Campbell	2
William Temte	2
Victor Larsen	2
Dale Tessmer	2
Daniel Wagner	3
Alun Thomas	4
Orvis Johnson	5
Howard Heigl	6
Walter Winter	8
James Catania	8
Peter Jushka	9
Dennis Redovich	9
John J. Makowski	9
Ronald Hall	10
Arthur Weiner	10
Conrad Mayer	10
Joe Myrick	11
Frederick Nierode	11
Donald Bressler	13
Claude Sickinger	14
Marvin Krueger	16
David Hildebrande	17
Wayne Sabatke	17
Warren Leonard	18
Roland Krogstad	--

APPENDIX C

Workshop Evaluation Sheets

Workshop #1 (Systems Design)

SEMINAR EVALUATION

University of Wisconsin - Stout

Name _____

School District _____

Major Responsibility

( ) Administration

( ) Research

( ) Instruction

( ) Other (state)

Instructor(s) for Seminar

Arora

Seminar-Instructor-Appraisal Scale

DIRECTIONS: This scale will aid the center for Vocational, Technical and Adult Education Research in improving the seminar it offers.

You are asked to rate your instructor and this course as carefully and objectively as you can. Please place a check (✓) mark in the blank space preceding the statement that best describes your estimate.

PART I

THE SEMINAR

1. Seminar Content
   - 4( ) Always Valuable
   - 22( ) Usually Valuable
   - --( ) Sometimes Trite
   - --( ) Regularly Trite

2. Organization of Seminar Content
   - 8( ) Exceptionally Well Organized
   - 18( ) Well Organized
   - --( ) Loosely Organized
   - --( ) Indefinite and Confusing

3. Text or Hand-Out Material
   - 9( ) Exceptionally Good
   - 15( ) Good
   - 2( ) Fairly Useful
   - --( ) Not Very Adequate

4. Seminar Objectives
   - 6( ) Exceptionally Well Stated
   - 18( ) Well Stated
   - 1( ) Confusing
   - 1( ) Not Stated

5. Contribution to Major Responsibility
   - 21( ) Directly Related
   - 5( ) Somewhat Related
   - --( ) Indirectly Related
   - --( ) Not Related

6. Overall Seminar Evaluation
   - 13( ) Excellent
   - 13( ) Good
   - --( ) Fair
   - --( ) Poor

Suggestions for Improvement of Seminar:

PART II

THE INSTRUCTOR

1. Control of Class
21( ) Always Kept Things Moving Smoothly
4( ) Usually Kept Things Moving Smoothly
--( ) Sometimes Got Sidetraced
--( ) Let Class Get Out of Hand

2. Presentation of Seminar Materials
15( ) Very Well Presented
8( ) Well Presented
2( ) Fair Presentations
--( ) Poor Presentations

3. Sense of Humor
8( ) Excellent Sense of Humor
16( ) Good Sense of Humor
1( ) Some Sense of Humor
--( ) No Sense of Humor

4. Enthusiasm of Instructor
21( ) Very Enthused
4( ) Enthused
--( ) Somewhat Enthused
--( ) Negative Attitude

5. Assignments were
10( ) Always Meaningful
10( ) Usually Meaningful
--( ) Sometimes Meaningful
--( ) Never Meaningful

6. Overall Evaluation
21( ) Excellent Instructor
4( ) Good Instructor
--( ) Fair Instructor
--( ) Poor Instructor

Suggestions for Improvement of Instruction:

May 5, 1972

Dr. Wesley Face
Vice-President of Academic Affairs
University of Wisconsin - Stout
Menomonie, Wisconsin 54751

Dear Vice-President Face:

I thought you would be interested in my reaction to a Seminar in Systems Design which has been presented for the last three days in our institution by Mr. Mehar Arora of your Industrial Management Department. Although I have not been completely unfamiliar with this type of material and with this type of presentation, I would like to say that Professor Arora's presentation was excellent, and the attendance of the participants in the Seminar was remarkably good. Professor Arora had his material well organized, and his presentation and the participation of the audience was outstanding.

Sincerely,

George A. Parkinson
Director Emeritus

GAP:lj

cc: Mr. Mehar Arora

Workshop #2 (Management by Objectives)

SEMINAR EVALUATION

University of Wisconsin - Stout

Name _____

School District _____

Major Responsibility

( ) Administration

( ) Research

( ) Instruction

( ) Other (state)

Instructor(s) for Seminar

Ray Hansen

Seminar-Instructor-Appraisal Scale

DIRECTIONS: This scale will aid the Center for Vocational, Technical and Adult Education Research in improving the seminar it offers.

You are asked to rate your instructor and this course as carefully and objectively as you can. Please place a check (✓) mark in the blank space preceding the statement that best describes your estimate.

PART I

THE SEMINAR

1. Seminar Content
   - 21( ) Always Valuable
   - 12( ) Usually Valuable
   - --( ) Sometimes Trite
   - --( ) Regularly Trite

2. Organization of Seminar Content
   - 19( ) Exceptionally Well Organized
   - 14( ) Well Organized
   - --( ) Loosely Organized
   - --( ) Indefinite and Confusing

3. Text or Hand Out Material
   - 13( ) Exceptionally Good
   - 20( ) Good
   - --( ) Fairly Useful
   - --( ) Not Very Adequate

4. Seminar Objectives
   - 20( ) Exceptionally Well Stated
   - 12( ) Well Stated
   - 1( ) Confusing
   - --( ) Not Stated

5. Contribution to Major Responsibility
   - 30( ) Directly Related
   - 3( ) Somewhat Related
   - --( ) Indirectly Related
   - --( ) Not Related

6. Overall Seminar Evaluation
   - 30( ) Excellent
   - 3( ) Good
   - --( ) Fair
   - --( ) Poor

Suggestions for Improvement of Seminar:

1. Put time limites on demonstration role playing.
2. Facility was limited on size--this limited instructor accessibility to the group.
3. Tuesday--was too long a day.
4. Hand out forms and materials before presentation.
5. Outside recourse person would have helped.
6. Give handouts with presentations.
7. Extension to three days--more role playing--advanced instruction.
8. One more day--devote more time to "key tasks".
9. Very well presented.
10. This was excellent.

PART II

THE INSTRUCTOR

1. Control of Class
   - 23( ) Always Kept Things Moving Smoothly
   - 10( ) Usually Kept Things Moving Smoothly
   - --( ) Sometimes Got Sidetracked
   - --( ) Let Class Get Out of Hand

2. Presentation of Seminar Materials
   - 22( ) Very Well Presented
   - 11( ) Well Presented
   - --( ) Fair Presentations
   - --( ) Poor Presentations

3. Sense of Humor
   - 19( ) Excellent Sense of Humor
   - 14( ) Good Sense of Humor
   - --( ) Some Sense of Humor
   - --( ) No Sense of Humor

4. Enthusiasm of Instructor
   - 30( ) Very Enthused
   - 3( ) Enthused
   - --( ) Somewhat Enthused
   - --( ) Negative Attitude

5. Assignments were
   - 22( ) Always Meaningful
   - 11( ) Usually Meaningful
   - --( ) Sometimes Meaningful
   - --( ) Never Meaningful

6. Overall Evaluation
   - 32( ) Excellent Instructor
   - 1( ) Good Instructor
   - --( ) Fair Instructor
   - --( ) Poor Instructor

Suggestions for Improvement of Instruction:

1. Excellent seminar--well organized and planned.
2. Participation through role-playing was most effective.
3. Very good.
4. Some more advanced study material needed.
5. Better overlap would have helped.
6. Present material in manual or loose leaf, not book.
7. Do not allow participants to deviate from time schedule.
8. Distribute important materials before presentations are made.
9. Give definitions of all terms used in seminar.
10. Tremendous seminar.

Workshop #3 (Long-Range Planning)

OBJECTIVES

1. To identify staffing and organizational requirements essential to on-going long-range planning.

2. To provide knowledge and skills applicable to developing student enrollment projections for a given institution.

3. To familiarize the participants with those aspects of physical facilities planning which are not germane to professional architects and contractors only.

4. To experiment with future viewing and the tools of the futurist.

5. To provide a forum in which the participants can exchange plans, experiences and philosophies concerning topics of the Workshop.

PLANNING WORKSHOP (June 12-14) EVALUATION

Objective	To what degree was this objective of value in meeting your administrative needs or interests.*	To what degree were the presentations (speeches, materials and topics) suitable to reaching the objective.*
	Inadequate 0 2 4 6 8 10 Excellent	Inadequate 0 2 4 6 8 10 Excellent
1	5.39	4.82
2	5.95	5.26
3	5.91	5.30
4	5.50	4.47
5	6.00	4.82

*Use the 10 point scales, indicate the rating with an "X" on each line after each objective. See attached page for objectives.

6. Give an overall rating for the three-day session. 4.47

7. On the back of these pages include any additional thoughts which reflect on the three-day session.